

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants Administration</div> <div style="text-align: center;"> <b>2015 AUG 20 PM 4:55</b>  <b>Received</b>  <b>Texas Education Agency</b> </div> </div>
<b>Submittal information:</b>	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
MANOR ISD	227-907	DECKER ELEMENTARY/104	00
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1746003097	13	TX-010	050223239
Mailing address		City	State ZIP Code
10335 US HWY 290E		MANOR	TX 78653

**Primary Contact**

First name	M.I.	Last name	Title
ERIN		WARREN	EXECUTIVE DIRECTOR
Telephone #	Email address		FAX #
512-278-4421	ERIN.WARREN@MANORISD.NET		

**Secondary Contact**

First name	M.I.	Last name	Title
CHRISTOPHER		HARVEY	FEDERAL PROGRAMS COOR.
Telephone #	Email address		FAX #
512-278-4454	CHRISTOPHER.HARVEY@MANORISD.NET		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name KEVIN	M.I. Last name BRACKMEYER	Title SUPERINTENDENT
Telephone # 512-278-4002	Email address KEVIN.BRACKMEYER@MANORISD.NET	FAX #
Signature (blue ink preferred)		Date signed

*Only the legally responsible party may sign this application.*

701-15-107-088

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b> , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable</li> </ol> </li> </ol> </li> </ol>

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	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Texas state-design model</u></b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b><i>Early College High School</i></b> (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> <p>3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.</p>

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.  
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
  - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
  - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! Child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year, and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
  - (A) School leadership
  - (B) Teaching and learning in at least one full academic content area
  - (C) Non-academic supports for students
  - (D) Family and community engagement

11.

12.

The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	<ol style="list-style-type: none"> <li>Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> <li>significant improvement in academic achievement</li> <li>success in closing achievement gaps either within a school or relative to other public schools</li> <li>High school graduation rates</li> <li>No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>closure model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b><u>Rural LEA applicant</u></b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Whole-School Reform model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> <li>The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by: <ol style="list-style-type: none"> <li>A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</li> <li>A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>Evidence supporting the efficacy of the whole-school model selected is based on an implementation</li> </ol>

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Manor Independent School District is committed to achieve the foundational pursuits of a school improvement undertaking, ensuring programming accelerates achievement, buildings systems of transformation, and all efforts of reform are sustainable.

Recently, Manor ISD adopted a new motto and mission. Our motto is "every student, One Mission, Our Future." Our mission statement is: "together we will ensure the social, emotional and academic development of every student so they will become successful, responsible citizens and quality contributors."

We are committed to:

- **Responsibility – honesty, integrity, transparency, strong work ethic, high morals & standards**
- **Respect – honor self, one another, the district, and the community**
- **Culture – positive community, diversity, collaboration, standard of excellence, "Team Manor"**
- **Service – quality customer service, effective communication**
- **Discovery – all stakeholders are lifelong learners, continuous improvement, and innovative practices**

Our district leadership team and school board members recently had a retreat to address the major areas of need. We established goals and priorities, and then we created a list of urgent tasks. Our focus was turned towards our two Title I Priority School campuses, Decker Elementary & Manor Excel Academy. We talked about the sense of urgency to redistribute resources, staff, and systems to ensure success for those campuses.

**Organization & Communication Structures**

The DCSI will work closely with the TTIPS funded campus, meeting 1-2 times weekly at the campus with the teachers and leadership team. Other structures in place is the District PSP, Federal Programs Coordinator, and external providers that will meet with campus leadership monthly and maintain effective communication with the district executive cabinet, ensuring the campus continues to receive support with a sense of urgency. Manor ISD has already committed local and existing state and federal program dollars to provide additional staff, resources, and professional development.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The TTIPS grant will increase effectiveness of district supports and help the campus staff reach their goal of being removal from the Texas Title I Priority and Focus School list. The following are assurances provided by the district and predicted outcomes from the award of TTIPS funds:

- The district had granted organizational flexibility for hiring practices and professional development needs
- The district has provided additional teachers to reduce class size
- The grant will be used to provide an evidence-based intervention service, such as Sylvan Learning of Austin, to increase capacity and extend learning time by deploying highly trained tutors, proven math/reading curriculum and site-based program management to ensure students receive individualized reading and/or math instruction before and after the school day.
- The District School Improvement Director and other contracted agencies will work together to transform the campus with proven whole-school reform models
- The grant will provide more counselor support for non-academic barriers to learning
- The grant will employ an evidence-based intervention service, such as Sylvan Learning, to provide addition learning time before, during, and/after school through research-based academic interventions
- The grant funds will provide the necessary funding to provided accelerated instruction to help students academically behind, early learning interventions, and training to support improved Tier I classroom instruction and interventions.
- The grant funds with all for the necessary staff development specific to the campus needs, travel to best practice conferences and professional development
- The grant funds will support parental involvement and engagement activities; which are known to help increase student achievement.

The five-year grant period allows the district enough time to pan to sustain the programs efforts in place through TTIPS funding. Over the next five years Manor ISD is expecting to see above 5% growth. We are already planning to open 2-3 schools in the next three years. We are expecting an increase in student population which means an increase in revenue. Funds will be set aside to sustain staffing and programs needed to maintain the predicted academic success. In addition, the district will hire a grant writer to provide external funding sources to support current and new initiatives.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-

award costs are permitted from October 1, 2015, to December 31, 2015.

Fund code: 276

**Budget Summary**

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$394930	\$	\$39493	\$757360	\$	\$757360	\$	\$757360	\$	\$757360	\$	\$3424370
#8-Professional and Contracted Services	6200	\$122500	\$	\$12250	\$345000	\$	\$345000	\$	\$345000	\$	\$345000	\$	\$1502500
#9-Supplies and Materials	6300	\$135000	\$	\$27500	\$60000	\$	\$6000	\$	\$6000	\$	\$6000	\$	\$375000
\$30000	6400	\$30000	\$	\$3000	\$30000	\$	\$30000	\$	\$30000	\$	\$30000	\$	\$150000
#11-Capital Outlay	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Consolidate Administrative Funds ☐ Yes ☐ No

Percentage% Indirect costs (see note):	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):	\$682430	\$	\$68243	\$	\$119236 0	\$	\$119236 0	\$	\$119236 0	\$	\$119236 0	\$	\$5451870

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$5451870
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$272593.50

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 227-907					Amendment # (for amendments only):				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
<b>Academic/Instructional</b>									
1 Teacher			\$	\$	\$	\$	\$	\$	\$
2 Educational aide	100	6	\$56100	\$5610	\$112200	\$112200	\$112200	\$112200	\$504900
3 Instructional Coach	100	1	\$30000	\$3000	\$50000	\$50000	\$50000	\$50000	\$230000
<b>Program Management and Administration</b>									
4 Grant Coordinator	100	1	\$30000	\$3000	\$50000	\$50000	\$50000	\$50000	\$230000
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
<b>Auxiliary</b>									
7 Title			\$	\$	\$	\$	\$	\$	\$
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
<b>Other Employee Positions</b>									
10 Social Worker	100	1	\$30000	\$3000	\$40000	\$40000	\$40000	\$40000	\$190000
11 Title			\$	\$	\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$146100	\$14610	\$252200	\$252200	\$252200	\$252200	\$1154900
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>									
14 6112 Substitute pay			\$10000	\$2000	\$20000	\$20000	\$20000	\$20000	\$90000
15 6119 Professional staff extra-duty pay			\$150000	\$15000	\$315000	\$315000	\$315000	\$315000	\$1410000
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
17 6140 Employee benefits			\$88830	\$8883	\$170160	\$170160	\$170160	\$170160	\$769470
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$248830	\$24883	\$505160	\$505160	\$505160	\$505160	\$2269470
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$394930	\$394930	\$757360	\$757360	\$757360	\$757360	\$3424370

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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## Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

## Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre- Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$
Specify purpose:								
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$
Specify purpose:								
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$
<b>Professional Services, Contracted Services, or Subgrants</b>								
#	Description of Service and Purpose	Year 1	Year 1 Pre- Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Tier II & III Academic Interventions – such as Sylvan Learning	\$92500	\$9250	\$185000	\$185000	\$185000	\$185000	\$832500
2	School Social Work Services – such as Communities In Schools	\$	\$	\$100000	\$100000	\$100000	\$100000	\$400000
3	Professional Development – such as Region XIII, Solution Tree, Learning Forward	\$30000	\$3000	\$60000	\$60000	\$60000	\$60000	\$270000
4		\$	\$	\$	\$	\$	\$	\$
5		\$	\$	\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:	\$122500	\$12250	\$345000	\$345000	\$345000	\$345000	\$1,502,500
a.	Subtotal of professional and contracted services requiring specific approval:	\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:	\$	\$	\$	\$	\$	\$	\$
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	\$	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$122500	\$12250	\$345000	\$345000	\$345000	\$345000	\$1,502,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 227-907						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budget Across all Years
6399	1	iPads	Provide remaining teachers with technology tools for technology stations as a part of the research-based best practices supporting small group instruction and station rotations	150	\$500	\$75000	\$7500	\$	\$	\$	\$	\$75000
	2				\$							
	3				\$							
	4				\$							
	5				\$							
6399	Technology software—Not capitalized											\$
6399	Supplies and materials associated with advisory council or committee											\$
	Subtotal supplies and materials requiring specific approval:											\$
	Remaining 6300—Supplies and materials that do not require specific approval:											\$20000
	Grand total:											\$135000
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## Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 1 Pre- Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$10000	\$1000	\$10000	\$10000	\$10000	\$10000	\$50000
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$20000	\$2000	\$20000	\$20000	\$20000	\$20000	\$100000
Grand total:		\$30000	\$3000	\$30000	\$30000	\$30000	\$30000	\$150000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #11—Capital Outlay (6600/15XX)

For a list of una bl e cos ts, as wel as gui dar ce rela ted to cap ital outl ay, see the gui dar ce pos ted in the Allic wa ble Cos t

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2			\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				\$	\$	\$	\$	\$	\$	\$
Grand total:				\$	\$	\$	\$	\$	\$	\$

and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	777		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	155	19.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	591	76.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	19	2.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	3	0.4 %	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	715	92%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	441	56.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	41	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	227		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	186		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	41		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		97%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	N/A	N/A	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	282	43	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Enrollment at Decker Elementary has steadily increased from 707 students in 2010 to 777 students in 2014 due to the expansion of Oak Crest mobile home complex. 76% of our students are Hispanic. 20% of students are African American. The remaining 4% of students are comprised of White, American Indian, Asian, and students of 2 or more races.

Historically, the school loses approximately 20% of our students between 4<sup>th</sup> and 5<sup>th</sup> grade as students leave to other campus within or outside the district. Decker has qualified for a USDA grant based on the percentage of student qualified to receive free/reduced lunch. Thus, Decker provides free breakfast and lunch for 100% of our students. Approximately 57% of our students are identified as Limited English Proficient. The number of students identified as SPED dropped from 9% in 2013 to 5% in 2014. Staff cites unclear identification procedures as the reason for this drop as well.

Attendance rates are steady at approximately 97% for grades K-5, but lower in early childhood programs with 93% attendance. Attendance is low for these early childhood programs because of the programs are not full day; they don't accommodate the working parent. In addition, parent awareness of the need for early childhood education is another reason for poor attendance.

The number of discipline referrals increased from 26 in 2013 to 270 in 2014. Administrators cite failure to record incidences prior to 2013-2014 as the reason for the increase. Student to teacher ratio increased from 12:1 between 2011 and 2013 to 18:1 in 2014. Decker has a relatively high teacher turn-over rate with 57% of teachers having 5 or less years of experience.

Enrollment at Decker Elementary decreased from 777 students in 2014 to 724 students in 2015. The change in student demographics was: 81% Hispanic to 76% and 20% African-American to 14.5%. Economically disadvantaged students made up over 98.9% of the population. This has increased from 92% during the 2014 school year.

The number of students identified as Limited English Proficient has grown 4% to 61% over the past years. The number of students identified as special Ed held steady at 5% since 2014.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	63.8		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	40.9	77.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	2.5	3.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	6.0	9.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	14.3	22.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	4.4	10.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	17.0	41.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	16.6	40.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	10.0	24.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	19.9	48.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	4.4	10.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	4.7	11.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2.0	4.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	43500		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44270		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45452		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	43123		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 20+ Years	59165		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	Skyward – Human Resources
Staff with Bachelor's degree as highest level attained	34	61%	Skyward – Human Resources
Staff with Master's degree as highest level attained	22	39%	Skyward – Human Resources
Staff with Doctoral degree as highest level attained	0	0%	Skyward – Human Resources

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus is in need of reading specialist for grades 2<sup>nd</sup>, 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> along with an educational aid to support. Literacy is a major focus for the campus. Though the district is working to ensure small class sizes, research-based best practices suggest using interventions beyond the normal tier I interventions embedded into the classroom. The TTIPS funds allocated will provided the additional support needed for our highest need students in regard to literacy.

Staff retention and leadership training for mentor teachers are necessary to build the collective efficacy of the campus. Prior to the school year 2014-2015, Manor ISD constructed with the Decker Elementary community a reconstitution plan. This plan replaced 50% of the staff and new leadership was hired. Since then, the campus continues to have issues maintaining staff, especially bilingual teachers. Over the last 5 years Decker Elementary has had 3-4 principals.

The staff is readily focused on increasing student achievement. Efforts have been made to reduce the student to teacher ratio in the 2015-2016 school year.

Other trending data illustrates strong patterns of illiterate students transferring from neighboring districts and a major need for early learning interventions. The poverty in the surrounding community directly impacts the school community. The neighborhood does not have many resources with limits the support teachers can bring into the campus or refer students to while in the community.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
120	84	92	108	111	119	94	0	0	0	0	0	0	0	854

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
10	7	6	6	7	7	7	0	0	0	0	0	0	0	50

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will hold weekly PLC meetings to develop and review data from formative and summative assessments, district benchmarks, universal screeners, state assessments, behavior data, and attendance data.

Decker Elementary involved the principal, asst. principal(s), counselor, and instructional/literacy/community specialists to plan key components in the selection of the Early Intervention model. The selection of the model is consistent with the district goals and strategic plan.

Key components included the planning process, timelines, data based decisions, goals and critical strategies important to overall student academic success. With the new principal aboard, efforts will be made to continue to utilize the campus advisory team and campus improvement plan to drive the direction of his leadership.

Specific strategies were designed to get parent input consisted of inviting parents to participate in a Principal Profile survey and Reconstitution plan interview. In addition, our district parent specialist will work closely with the campus to ensure compliance and advance parental involvement and engagement programming. Funds will be provided to assist in attending Parent Involvement conferences.

The faculty and staff also participated in a Principal Profile survey and a Campus Needs Assessment. This data was used to select a new principal and provide feedback on the concerns and needs of the staff and parents.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation  
☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround  
☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Manor ISD district leadership team has reviewed the historical data from the campus and determined that the lack of early childhood education opportunities for the Decker Elementary school community correlated with the declining student achievement patterns and trends. Specifically, iStation data gathered by Manor ISD indicated that students entering first grade for the first time were behind and showed significant academic gaps.

The Early Learning Intervention Model seemed to address the main area of need to increase literacy and mathematical fluency. The campus advisory team on each campus in the district reviews the campus needs assessment. Parents and community stakeholders also serve on this team. Parent input was collected during the reconstitution process and we believe this model will help address their concerns. Thus, prior to August 2015, Manor ISD decided to begin a Pre-K pilot program. The funding was limited so TTIPS funds are definitely needed to serve all of the students in need within the Decker community. Since the Early Intervention model fit the students' needs best, it was decided it was needed to address the academic needs and ultimately close the student academic gap.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus in Manor ISD uses a campus advisory team to make suggestions to the campus principal and district leadership team concerning the direction and improvement of the campus. The team is comprised of campus administrations, teachers, para-professionals, students, community liaisons, and parents. Typically, parent surveys, teacher input, assessment data, universal screener data issued to make decisions about program adoption and major intervention systems. Based on the input provided and available to the campus and district leadership teams, Manor ISD moved forward with the selection of the Early Intervention Model.

It was the overwhelming best choice available. Implementing a full day Pre-K and Kindergarten program is a big task for our district. The processes and program requirements will ensure we provide a sound curriculum and implement best practices in our early learning intervention model. This model will help our students that consistently show to be behind and work to decrease the significant learning gaps.

Once the Early Intervention Model is in place, parents, community and important stakeholders will be kept informed on an ongoing basis by utilizing following:

- Progress reports throughout the school year (monthly parent nights)
- Informational parent conferences that will provide specific student academic progress data
- Decker Elementary website postings

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**Schedule #14—Management Plan**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications	TTIPS Funded
1.	Manor ISD Superintendent	Ensure operational flexibility for hiring, removal of staff, and scheduling	M.S. Education. >10 yrs Experience; Superintendent certificate	
2.	District Coordinator of School Improvement (DCSI) (required)	Work with campus administration & district departments to established goals & objectives; implement improvement plans.	M.S. Education. >10 yrs Experience; Principal certificate	
3.	Federal & State Programs Coordinator	Review campus grant budgets for compliance and to ensure utilization of funds.	M.S. Education. >10 yrs Experience; Principal certificate	
4.	TTIPS Grant Coordinator	Support the coordinator of external service providers, grant program and budget oversight, compliance with TTIPS requirements	B.S. Education. >5 yrs Relate Experience, Teaching certificate	X
5.	Chief Academic Officer	Oversee: Campus Principals, Curriculum & Instruction, Career and Technical Education, Counseling, College Readiness, After-school.	M.S. Education. >30 yrs Experience; Principal certificate	
6.	Math & ELA Executive Coordinator(s)	Provide district-wide curriculum, assessment, and professional development, & teacher induction program	M.S. Education. >12 yrs Experience; Teaching certificate	
7.	Principal, Associate, & Assistant Principal	Coordinate, evaluate, monitor Program adoption, implementation & compliance for continuous improvement.	M.S. Educational Administration. Principal certification >5 yrs Experience	
8.	Instructional Coach	Accountability/Data Specialist – train staff on, collect, monitor, and present data.	B.S. Education. >5 yrs Experience, Teaching certificate	X
9.	Social Worker	Increase Parental Involvement & support students with none academic issues.	MSW - Social Work. >5 yrs Experience	X
10.	Teacher Leader(s)	Collaborate with staff in the use of quality data to guide instruction.	B.S. Education. >5 yrs experience, Teaching certificate	
11.	Counselor	Work with students on Bully prevention, PBIS, and social skills lessons. Local funded position.	M.S. Counseling >5 yrs Experience in schools. Counselor certification.	
12.	Education Aide(s)	Provide extended learning opportunities for PreK-K students	Associate Degree >2 yrs Experience	X

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On this date:

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.		<p><b><u>SYLVAN LEARNING:</u></b> will expand intervention capacity by providing reading and math tutorials for Tier III and II students before and after the school day. In addition, Sylvan staff will provide training to classroom teachers on small group instructional strategies each semester during the school year. Sylvan is the leading provider of supplemental education in the nation, with a proven record over thirty years of helping students achieve their full academic potential. Sylvan Learning of Austin is a locally-owned franchise operating six private learning centers and experience managing multiple contracts with local public schools including Austin ISD, Round Rock ISD and IDEA Charter Schools. The Sylvan Director of Educational Partnerships has experience as an assistant principal in a public elementary school. Sylvan tutors will be highly trained college-degreed professionals and may also have a state teaching certificate.</p> <p>In recent years, Sylvan developed programs that can be delivered outside our learning centers to benefit campuses and students who need extra support to reach grade level expectations. Sylvan has provided math and reading tutoring to more than 5,000 Austin ISD students on 12 different Title I primary and secondary campuses during the school day. Since 2009, we have also served students through contracts with the Boys and Girls Clubs, YMCA and Communities in Schools.</p> <p>Results with Sylvan:</p> <ul style="list-style-type: none"> <li>• Engaged students in classroom and tutorials</li> <li>• Improved test scores</li> </ul> <p>During the 2013-2014 school year, the number of 2<sup>nd</sup> grade students reading on grade level more than doubled at Ortega Elementary School in the Austin ISD, following one school year of Sylvan High Dosage Tutoring in reading.</p> <p>During the 2014-2015 school year, every 9<sup>th</sup> grader at Eastside Memorial HS in Austin ISD received Sylvan HDT in Algebra I &amp; 84% of these students passed the Algebra I End of Course Exam. These same students grew on average more than 2.8 grade equivalents in one school year as measured by Sylvan pre- &amp; post-tests.</p> <p><b>TTIPS FUNDED</b></p>	
2		<p><b><u>AFTERSCHOOL PROGRAM VENDORS:</u></b></p> <p>The campus leadership team will convene to review the student interests and campus needs assessment to identify types of programs to enrichment students staying for tutorials or students looking for additional campus involvement opportunities. In previous years program providers selected by campus stakeholders found the following programs provided excellent services. The campus team will look to employ/contract with programs such as or similar to: Boys and Girls Club, Mad Science, Badger Dog, Austin Spurs, Girl Start, United Way, Citizen Schools, or Communities in Schools.</p> <p><b>TTIPS FUNDED</b></p>	

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of Manor ISD is to ensure all schools perform at a high level. The district will align hiring, evaluation, and planning processes to ensure enduring project success. The district will also establish a "learning bridge" between targeted schools and high performing schools to ensure teachers and leaders consistently interact with a model environment and practices. There will be widespread training in the key systems to ensure the systems do not exit if key personnel leaves.

District Leadership has established district-wide ownership and accountability for Decker Elementary School by directing all district departments to actively support DES. The District Coordinator of School Improvement (DCSI) and Coordinator of Continuous Improvement also are assigned to work closely with the campus leadership team to ensure successful implementation of interventions and strategies. The DCSI will provide weekly updates to District Leadership and ensure communication consistently flows to and from stakeholders. Also, the campus Advisory Team consisting of teachers, parents, community members, business members, campus leadership, and district personnel will regularly review programming strategies.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The implementation of the Professional Learning Community (PLC) model will create significant and continuous improvement. Fully implementing the PLC model will ensure that the school will reexamine their mission, vision, and core values, and align those organizational elements to high student achievement. The PLC model will also ensure initial and ongoing professional development around collaboration, identifying essential standards, creating common formative assessments, and providing additional support and extension for students. The PLC model will also strengthen instructional leadership and campus climate by creating shared leadership with teacher team leaders and other stakeholders.

Manor ISD will sustain this effort, by consistently providing in house training to school leaders and teacher leaders in the PLC model, identifying high quality PLC conferences for leaders to attend, and aligning hiring, evaluation and coaching components to the PLC model. The Texas Principal Evaluation and Support System (T-PESS) will be used by Manor ISD to coach and evaluate the school leader. Critical competencies of T-PESS include "The principal implements daily schedules and a year-long plan for regular data-driven instruction cycles..." "The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement, and "The principals ensures implementation of state and district curricula and assessments aligned with state standards..." Each of the aforementioned competencies, as well as many others will be self-assessed by the school leader, coached, progressed monitored, and evaluated. The district will also use a teacher evaluation system that aligns to the PLC model.

Resources from this grant and other various grants will ensure that all stakeholders understand the PLC model and its link to increased student achievement, establish a common vocabulary and understanding, are trained and continuously developed in this model, and are financially rewarded for increased student achievement. The ongoing professional development and financial incentive for increased student achievement will positively affect teacher and leader retention.

The district and campus advisory teams will work together with an outside expert to determine the implementation timeline and important benchmarks to monitor. The timeline and benchmarks will be closely monitored by the Superintendent and district leadership. District leadership will also provide consistent feedback and support.

The resources from TTIPS will ensure that this transformation is complete and sustainable. An aligned mission, vision, and values, guaranteed and viable curriculum, ongoing embedded professional development, data driven instruction, and an informed, robust intervention system will become the culture of the school, rather than practices that exit with a few key leaders.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus leadership team will meet with grade level and department teams to review the data from the previous school year. The staff will review the current students and set a goal based on the current student achievements and deficiencies. Ongoing data review from formative and summative assessments will help guide instruction to ensure goal attainment. The following protocols will be established:

- Campus Data Analysis by individual teachers and Staff during PLC
- Data to implement small group and stations in order to differentiate
- Ongoing Campus Assessments – formative and summative assessments

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal and designated staff. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester.

Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

1. Student Academic Performance (Overseers of Data gathering and analysis are Teachers, Principal and Assistant Principal)
  - a. Data to be gathered
    - i. Formative & Summative Student Assessments
    - ii. Benchmarks
    - iii. STAAR/End-of-course exam grades
  - b. Ongoing monitoring and data collection
    - i. Teachers
    - ii. Principal
    - iii. Assistant Principal
2. Staff Effectiveness
  - a. Participation in Professional Learning Communities (PLC)
    - i. Participation in Professional Development as needs are assessed through data gathered during PLC time
  - b. Texas Teacher Evaluation Support System (T-TESS)
  - c. Texas Principal Evaluation Support System (T-PESS)
  - d. Peer observations/Instructional Coach Observations
    - i. Proactive and Informal; done with the intent to support instruction before formal evaluation
  - e. Ongoing informal teacher observations by principal
3. Increase Positive School Climate and School Safety
  - a. Data to be Gathered
    - i. Use PEIMS Data (e.g. discipline data, attendance)
    - ii. School Climate Survey (Principal, Teachers/Staff)
  - b. Ongoing monitoring and data collection
    - i. Positive Behavior Interventions and Supports (PBIS) Committee
    - ii. Assistant Principal
    - iii. Attendance Coordinator
4. Increase Parent/Community Involvement
  - a. Data to be gathered
    - i. Parent survey
    - ii. Community/Parent Volunteer Logs
  - b. Ongoing Monitoring and data collection
    - i. Parent Advisory Committee
    - ii. Parent Event/PTO Attendance

The above processes for gathering and reviewing data will help the effectiveness of the programs activities ad interventions on an ongoing basis. At each category data is collected, assessed, and an adjustment of intervention will follow. As problems arise, the list contact persons will be responsible for crafting a feasible solution. In the event that campus leadership continues to struggle with an issue, district support will ensue. The following persons are readily available to problem solve: District Coordinator of School Improvement, Federal Programs Coordinator, and Chief Academic Officer and their corresponding departments and teams.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Federal Program Coordinator (FPC) was hired on July 27, 2015. After leadership training and job orientation, the TTIPS grant was presented as a priority project. The FPC immediately called a meeting with the campus stakeholders to review the campus needs assessments and campus improvement plans. Discussions were centered on interventions that worked and didn't work in the previous school year. Stakeholder input was collected on adjustments to the previously determined unsuccessful interventions.

Reviewing the data and determining the high needs for the campus, it was determined that programming would need to include only evidenced and research-based solutions. Upon determining appropriate vendors, previous success with the school district and surrounding school district was used to give priority for the pool of possible vendors. Another factored considered was feasibility of the organization to support the addition of another organization to its current list of contractors, the ability to support the grant writing process, provide the needed assessment and evaluation related data, and maintained a reputable reputation in the central Texas education community.

When contracting vendors, there is always some risk of underperformance promised. Thus, when selecting a vendor, the campus reviewed multiple years and contract results to determine an average of proven results to make the selection determination.

Upon evaluation of vendors with these criterion, the following vendors emerged: Sylvan Learning, Communities in Schools, Life Anew – Restorative Justice.

**Sylvan Learning** already provides services to multiple campuses in the Austin ISD and has been credited to helping to save Eastside Memorial High School, a campus in East Austin traditional known for poor student achievement.

**Communities in Schools - Central Texas** has an impeccable recovered for reducing dropout rates, risky behavior and improving student achievement by addressing communal roadblocks to student learning.

**Life Anew – Restorative Justice** – provides services currently at 2 campuses in the Manor ISD. The Superintendent was extremely satisfied with the results so he renewed the funding to those campuses provides a staff member to help the University of Texas Social Work program to train other districts wishing to employ that program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Proposed Schedule:**

- Standing meeting with all providers (liaisons/proxies) twice each month
- Other meetings will be scheduled as needed.

**Oversight:**

- Mr. Sal Vega, Principal: Primary overseer
- Brandon Powell & Vikki McCain, Assistant Principals: Overseer, proxy when Principal is absent.
- Campus Leadership Team (composed of teachers and other staff): Provide support for oversight by assisting with data analysis and communicating new and ongoing needs of campus to overseers.

**Process/Instruments**

- Each provider has his or her own form of data collection. Each provider will provide a written report at the monthly standing meetings (twice each month).
- The reports will be expected to be consistent in an easy-to-read manner with corresponding visual, numerical, and qualitative data.

**Improving Provider Performance**

- Should performance be declining, providers will be expected to provide possible rationale for the decline in performance as part of their monthly written report.
- Providers will be expected to provide written action items accordingly and based on the rationale provided in the written monthly report
- Standing monthly meetings and other meetings as needed will serve as a place for communicating needs of the provider to support their efforts and the success of program participants

**Removing a Provider:**

1. Written report with action items to correct decline/poor performance either by the program or individual to be turned into the overseer.
2. If new action items to not yield favorable results, the overseer(s) will require a new program proposal to revamp the program. Additionally, or instead of the above stated, a new liaison/program leader change will be requested. This could be done before, after, or in conjunction with a request by the overseer for a new program proposal
3. Program provider will be changed and replaced with another that can provide similar services.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Pre-K pilot program will begin August 2015. 3 and 4 year old students from Decker Elementary will be bused to Presidential Meadows Elementary for a full day Pre-K program.
2.	Afterschool programs will be extended to support the additional students bused to President Meadows Elementary.
3.	Approved curriculum required by this grant, such as Creative Curriculum TSG Gold, will be purchased for Pre-K the academic program.
4.	To support instructional and program needs, parenting classes and resources will be developed and purchased to support parents of the Pre-K and kindergarten students. These classes will be offered at least 2 times each semester. Child care will be provided along with approved meal options under federal guidelines.
5.	Create job descriptions and post to recruit and hire necessary staff.
6.	Convene committees to review grant requirements for educator rewards/removal, extended learning, parental involvement, and professional development.
7.	Communicate extra campus advisory team meetings in order to keep effective communication and ensure all stakeholders have opportunities to be a part of campus transformation/reform.
8.	Purchase technology and academic resources needed to support student achievement.
9.	Purchasing instructional carpets for classrooms that reinforce small group, stations, and other literary strategies.
10.	
11.	
12.	
13.	
14.	
15.	

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The City of Manor and the student enrollment for Manor Independent School District (MISD) has had continued growth, even during the 2008 housing crisis. Manor ISD has been in constant communication with community members, business partners, parents, city/county officials, and other stakeholders about our intent to provide more innovative programming opportunities to our students and families. In 2012 Manor ISD began a journey to work on projects of the community's interest. Committees were formed to assess facilities, academic programs, and services to the community. Results sparked a campaign entitled "Academics Above Everything." This meant Manor ISD would focus on removing all barriers to ensuring student academic success.

The following programs and efforts resulted from these efforts:

- \$124.9 Million Bond – Upgrade facilities, address growth, instructional program needs, safety and security, facility repairs, a new middle school, a new elementary school, improvements to MISD campuses and facilities, land for new school sites, and school buses.
- FALL 2016 - In partnership with Austin Community College, High School juniors and seniors can earn certifications to work as nursing assistants, medical assistants and computer technicians. Certification programs are also offered in heating and air conditioning, electrical pre-apprenticeship and mechatronics.
- Manor ISD partnered with Austin Travis County Integral Care and People's Community Clinic to create the Manor Mustang Health Center, which provides: (1) well baby visits and annual well child checks, (2) acute sick visits, (3) Chronic disease management (asthma, diabetes, obesity, etc.), (4) Any needed vaccines, and (5) referrals to behavioral health specialists (Traumatic event or history of trauma, depression, aggression, suicide/homicide thoughts, alcohol/drug/child abuse, bullying/harassment).

As Manor ISD worked to build these opportunities for the entire school community of Manor, attention was focused to TEA identified priority schools. The superintendent worked with the executive cabinet, school principals, teachers, students, school board trustees, and parents to create a system approach to transforming all priority schools with whole-school reform approaches. Manor ISD wanted to ensure all departments and partnering agencies reviewed the priority campus needs and created plans of action to address them. As a result, the following programs and strategies were implemented to begin the process of campus reform:

- Piloting new approaches to disruptive student behavior by training identified staff to provide and participate in restorative justice practices.
- Adding an additional counseling staff to help support non-academic socio-emotional student needs and adapt a focus towards college and career readiness.

Manor ISD will use the TTIPS funds to supplement the efforts already in motion. This includes: providing the campus with a MSW Clinical Social Worker to therapeutic groups on campus, connect students and parents with services at the Manor Mustang Health Center, and increase parent involvement & engagement; hiring instructional coach(es) to disaggregate data, train teachers in instruction strategies and classroom culture best practices, monitor ongoing assessments, training teachers in formative and summative assessment creation & implementation, train teachers in using data during professional learning communities to drive instruction, contracting additional academic support with an entity success as Sylvan Learning, a national leader in tutorial services, to increase student academic achievement in reading and math, as well as increase learning time; and provide small group interventions. TTIPS funds will extend the existing services provided by local district funding. Manor Independent School District will pilot a small preschool opportunity for students. A small amount of students from the Decker Elementary School community will be able to participate with the existing efforts by the district. With the TTIPS funds, we'll be able to extend program services to standalone facilities for our preschool program and serve more students. Programs not yet created will be started with TTIPS funds and later sustained by district funds.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 Implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Salvador Vega

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Mr. Salvador Vega was hired August 2015. The previous 2 principals resigned. Mr. Vega has been working tirelessly with Michael Perkins, our Director of School Improvement (DCSI), to ensure we are target to improve teacher quality, student achievement, and leadership effectiveness, parental involvement, and school climate.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Manor ISD will pilot the **TEXAS TEACHER EVALUATION SYSTEM (T-TESS) & TEXAS PRINCIPAL EVALUATION SYSTEM (T-PESS)**. Student growth is measured by student academic progress during his or her time with a particular teacher. It takes into consideration a student's entering achievement when measuring how much the student grew over the year, and, as opposed to measuring student proficiency on a single assessment, student growth isn't concerned with whether or not a student passes a test. By measuring growth, a teacher who has students who enter multiple years behind grade level could still demonstrate his or her effectiveness based on how much those students progress during that year. Students who move from three years behind to two years behind make considerable growth, and although a proficiency measure would still show those students as unable to pass the test, student growth would capture the remarkable progress (two years worth) those students made during their time with that teacher. The district has four options for measuring student growth: 1) value-add scores for teachers in tested subjects in grades 5 through End-of-Course exams (EOCs); 2) student learning objectives (SLOs); 3) portfolios; and 4) district-level pre- and post-tests.

**T-TESS** has three measures of teacher effectiveness. The three measures are: **observation, teacher self-assessment, and student growth**. Entering the pilot year, the following percentages were assigned to determining the overall rating – Observation 70%, Teacher Self-Assessment 10% and Student Growth 20%. In the spring of 2015, rules (Texas Administrative Code) will define specifics as to the process and methodology used for determining scores.

**T-PESS** has three measures of principal effectiveness. The three measures are: **a rubric capturing the effective practices of high-performing principals, progress in achieving goals and initiatives, and student growth**.

For statewide implementation, the following percentages would be assigned to determining the overall rating:

Experience as principal on particular campus	Rubric	Goal-Setting	Student Growth
0 years	70%	30%	0%
1 year	70%	20%	10%
2 or more years	60%	20%	20%

**T-TESS** was developed by a steering committee comprised of teachers, principals, and representatives from higher education and educator organizations. They began their work in the fall of 2013 by updating teacher standards and, through the spring of 2014, continued with building a rubric tied to the standards. While the Texas Comprehensive Center at SEDL and the Texas Education Agency (TEA) facilitated the process, T-TESS is a system designed by educators to support teachers in their professional growth.

**T-PESS:** Starting in the spring of 2012, TEA worked with a principal advisory committee to build principal standards. This committee began by determining best practices for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the instructional leader of a campus. This work concluded in the fall of 2013 with a comprehensive set of principal standards that capture the aspirational practices all principals can strive toward regardless of their level of experience or the context of their position. During the spring of 2014, a principal steering committee, comprised of campus principals, central office administrators, members of the higher education community, and principal association members, was convened to build a state principal evaluation system. The committee developed an evaluation system tied to the principal standards and focused on creating a process that would be used for continuous professional growth. The system they created will provide actionable, timely feedback that will allow principals to reflect consistently on their practice and strive to implement those practices that would improve their performance.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>The campus professional staff will, other staff working directly in the classroom setting may, be eligible for financial incentives for increasing student achievement and improving professional practice. The reward system will be established to reward designated campus staff based on campus growth goals, staff's individual T-TESS/T-PESS Evaluation, and Professional Development and Professional Responsibilities.</p> <ul style="list-style-type: none"> <li>• <u>Campus Growth Goals</u> - 50%             <ul style="list-style-type: none"> <li>○ Well Above-100%, Above-90%, At-80%, Below-50%, Well Below-0%</li> </ul> </li> <li>• <u>T-TESS/T-PESS</u> - 25%             <ul style="list-style-type: none"> <li>○ Distinguished-100%, Accomplished-90%, Proficient-70%, Developing-50%, Improvement Needed-30%, Growth Plan/TINA-0%</li> </ul> </li> <li>• <u>Professional Development/Responsibilities</u> - 25%             <ul style="list-style-type: none"> <li>○ Met (100%), Not Met (0%)</li> </ul> </li> </ul>
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>The idea behind T-TESS and T-PESS is to provide teachers with more information and support as they develop as educators, not to create a punitive system. Instructional coaches, campus administrators, and central office curriculum staff will all be available to review instructional practices, formative/summative assessment data, teacher self-assessment and goals, and professional responsibilities/development plans for teachers in need of support. Create professional learning library. Research-based best practices will be provided, staff may model interventions, offer opportunities to observe other classrooms, or other best practices to improve teacher performance.</p>
Describe the criteria established for educator removal:	<p>Personnel decisions are NOT the driving force behind this evaluation. That said, personnel decisions are based on multiple factors. The following criteria will be established for educator removal:</p> <ul style="list-style-type: none"> <li>• Criteria 1             <ul style="list-style-type: none"> <li>○ Professional Development/Responsibilities – Not Met</li> <li>○ T-TESS/T-PESS = Improvement Needed or Growth Plan/TINA</li> </ul> </li> <li>• Criteria 2             <ul style="list-style-type: none"> <li>○ Campus Growth Goal = Below or Well Below, and</li> <li>○ T-TESS/T-PESS = Developing, Improvement Needed, or Growth Plan/TINA, or</li> <li>○ Professional Development/Responsibilities – Not Met</li> </ul> </li> </ul>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p>	<p>The first year program will hire (local funds) 10 Early Childhood Certified teachers as well as 10 teacher assistants to teach in 10 full day classrooms at Presidential Meadows Elementary. The 10 teachers and 10 EA s will provide instruction for DE and PME children that qualify for Pre-k. Each classroom will have teachers and teacher assistants hired with Manor ISD. The teacher/student ratio will not exceed 1-12. All teachers will be placed on the same pay scale as all the other teachers in Manor ISD. There will be 2 wrap around teachers on the campus that will allow the 3yr olds to stay all day once they complete their ½ day of Pre-k.</p> <p>An Early Childhood Center will be constructed for year 2 at Oak Meadows Elementary School. This will be done using a pre-fab building. Decker Elementary does not have the space to house this new program. Oak Meadows has the space to accommodate a building that can house 10-12 classrooms. An inclusion classroom would also be a part of the Early Childhood Center. Each classroom would have a certified E.C. teacher and an assistant to lower the teacher/student ratio. The maximum ratio would be 1-to-10 with the assistant. The maximum number of children per classroom would be 20-22 and the inclusion classroom would have a maximum of 16 children and additional assistants depending on the student needs. All staff would be MISD staff except for the Child, Inc. assistants. One classroom would be identified as Child Inc. and that classroom would provide comprehensive services due to the collaboration with Head Start; the children are dually enrolled (qualify for Child, Inc. and Manor ISD Pre-K).</p> <p>The Special Education Department will also collaborate with the Early Childhood Department to determine eligible students for the inclusion classroom.</p> <p>The administrative staff will consist of 1 Executive Coordinator, 1 Administrative Assistant, and 1 Education Assistant.</p>
<p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	<p>The 3yr Pre-K classrooms will use Teaching Strategies Gold Curriculum and the 4yr Pre-k classrooms will use Our World to Learning (OWL) which both are on the state adopted list. The curriculum is research based and offers unit lessons on the following topics: Literacy, Science, Math, Social Studies, Technology, and Social Emotional. In addition to this curriculum. The center will implement Becky Bailey's "Conscious Discipline" in response to a strong social emotional need among the Pre-k 3yr old program as well as the 4yr old program. The teachers will plan as a team so that the classrooms demonstrate a unified planning and implementation. There will also be cross-curricular planning that involves the 3yr Pre-k and 4yr Pre-k. In addition to that planning, there will be a monthly planning meeting with the kindergarten team that is housed inside of PME.</p>
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	<p>C-PALLS is the assessment instrument that will be used by the Pre-k 4yrs and Teaching Strategies Gold Curriculum, which is the assessment including benchmarks associated with the child's developmental level, will be used for the 3yr Pre-k children. In addition to the assessment tool mentioned above, each teacher and classroom will be evaluated using CLASS (evaluates the teacher/student interactions, relationships, etc.). Each will be very informed to conduct authentic assessment on each of their children.</p>

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County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	N/A

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County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Academic Performance/Improve the Instructional Program*****Planned Intervention****Period for Implementation**

1.	The campus will participate in professional development that is data driven, content specific and research based to help with the overall growth of the academic program. Campus and Teacher leaders will attend the PLC Institute hosted by Solution Tree and will provide ongoing PD to all faculty and staff on campus.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	The campus will contract with outside organizations such as Heinemann, Fountas and Pinnell, Region XIII and others to support the professional development related to balanced literacy, guided reading, and reading intervention.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	The campus will increase the number of teachers and leaders who are trained in AVID methodologies and expand the AVID system campus wide.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	The campus will have weekly PLC meetings to ensure a guaranteed and viable curriculum, develop and analyze common formative assessments, and provide targeted intervention and extension strategies	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Purchasing instructional carpets for classrooms that reinforce small group, stations, and other literary strategies.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	All Pre-k teachers will attend monthly professional development at the district level as well as mentoring (for new pre-k teachers) and coaching (for new to the grade level as well as growing teachers). Peer training will also be offered to all teachers in the form of teachers being allowed to visit peers in their classrooms on their campus and other campuses.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Teachers will attend additional professional development prior to district mandated professional development. Teachers will receive ongoing PD on the PLC model to engage in cycles of inquiry and action research around units of instruction, using common formative assessment to determine effectiveness and professional learning about the standards and instructional strategies	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Provide an additional instructional coach to focus on supporting teacher in grades K-1	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Provide teachers with opportunities to visit high performing classrooms outside of the district with a strong PLC and balanced literacy program.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Create Master Teacher criteria related to professional development and performance.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.	Build and expand instructional strategies library on campus to support teacher and administrator growth in best practices to improve student academic achievement, attendance, and behavior, as well as increasing parental environment.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Leadership Effectiveness*****Planned Intervention****Period for Implementation**

1.	Campus leadership will attend training on the behavior interventions such as Positive Behavior Intervention and Support model and Restorative Justice	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Campus leadership will be coached in setting turnaround goals/outcomes and priorities, developing and implementing a strategic plan with a timeline designed to achieve goals; using multiple data points, to monitor action plan and make adjustments based on data and feedback.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Leaders will create a committee of lead teachers to distribute leadership and empower others to act.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Leaders will attend training on the Professional Learning Community model hosted professional development entities such as Solution Tree.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Build and expand leadership library on campus to support teacher and administrator leadership and growth.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Use of Quality Data to Inform Instruction*****Planned Intervention****Period for Implementation**

1.	CLI Engage- CPALLS will be used for the formative assessment with the Pre-k as well as Creative Curriculum TSG assessment. C-PALLS allows teachers to determine small groups and it offers small group lessons identified areas of study.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	PLC- weekly meetings with grade level teams to determine the effectiveness of common assessments, district assessments and tier instruction. All teachers will analyze performance by unit of instruction, engage in professional learning of targeted standards, and create common assessments for targeted standards. Teacher teams will continuously analyze common formative assessment data to determine students who need more time and support, and to determine instructional strategies that are successful. Intervention time is embedded in the schedule to provide students more time and support.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Teachers will use formative assessment data points, such as istation, STMath, Tieme and DRA to identify reading and math levels for small group instruction.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Conduct BOY, MOY, and EOY data review of ELL student data to ensure consistent growth of ELL as measured by TELPAS information.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Conduct team data meetings one time a semester to allow the teachers to have a day of common planning to do long range planning for the year.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Learning Time*****Planned Intervention****Period for Implementation**

1.	Teachers and Educational Assistants working together to provide support for the very intentional tier one instruction, with tier 2 and tier 3 instruction being taught in small groups.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Shift district funded summer programs for Pre-K/Kindergarten to begin in August to prepare students for school and to close the summer learning gap.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	The campus will contract additional academic support beyond the normal school day with tutoring experts, such as Sylvan Learning, to implement small group tutoring ratios and evaluate success of tutoring program.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Construct a team to make recommendations for extended school day or school year to increase opportunities for students to have individualized time, attention, and support.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Construct a team to make recommendations for additional professional development and development days, outside the normal contracted period, to increase opportunities for the staff to gain professional knowledge and best practices.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:*****Increase Parent/Community Engagement***

Planned Intervention		Period for Implementation	
1.	Provide parent classes to the parents of Pre-k children. The classes will be offered twice each semester in the evening for optimal participation.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	(Pre) Pre-k registration in May 2016 to assist parents with the registration process.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Partner with parents, businesses, and community members to provide events such as cultural heritage celebrations, student driven action research service projects, and personal/professional development opportunities for parents such as Job training, ESL classes, computer skills, parenting skills, health awareness, etc.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Hire a school social worker to conduct home visits, set up counseling groups for students during the school day, service as a broker for resources, make referrals and provide support for tier III students.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Celebrate success of the students through incorporating an active PTO to engage parent awareness and support of the campus.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Community members will participate in the district sponsored parent involvement classes for support with ESL, computer literacy, health awareness and parenting support.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Build parent involvement/engagement and education library on campus to support teacher and administrator growth in best practices to improve student academic achievement, attendance, and behavior, as well as increasing parental environment. The library will also provide job training resources, basic computer skills, ESL, GED, and other resources that improve parent education, literacy, and overall characteristics and values that will work to improve involvement with their students education and overall campus involvement, engagement and support.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:***Improve School Climate***Planned Intervention****Period for Implementation**

1.	Create a student council, provide council members with leadership training, and allow members to participate in campus decision, site based decision, making processes.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Contract with an agency, such as Communities In Schools, to provide social skills services to campus students and training for campus administrators and teachers, and staff. Such an agency would collect data, monitor, and evaluate the program and report findings to the campus for program recommendations.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Create a committee to review campus climate survey results to determine areas of strengths and weaknesses and next steps for administration.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Provide a committee, Sunshine, to celebrate success and celebrations of the campus. The committee will provide monthly celebration to support the campus groups.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Create a committee to review ways to decrease teacher absences, attritions and increase teacher retention.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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